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ROAD SCHOLAR SERVICE-LEARNING CORPS

ROAD SCHOLAR SERVICE-LEARNING CORPS: REFLECTION AND RECIPROCITY IN RAJASTHAN, INDIA

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PIM 69

A Capstone Paper submitted in partial fulfillment of the requirements for a
Master of Arts in International Education at the SIT Graduate Institute in
Brattleboro, Vermont, USA.

May 25th, 2012

Advisor: William Hoffa

ROAD SCHOLAR SERVICE-LEARNING CORPS

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Dedication and Acknowledgments

I would like to thank my family who have always stood behind my decisions and gave me the support that I need to succeed. I would also like to thank my boyfriend and best friend who would be there for me at any time of day when I needed to talk something through regarding my professional or personal goals. My capstone paper is dedicated to them!

I have also been very fortunate to work with stimulating colleagues at Road Scholar that have helped me to organize my thoughts for this capstone and implement the project into an actual service-learning program. I have learned a great deal about design and development with their assistance.

I would also like to acknowledge Dr. William Hoffa for his prompt guidance during the RPP phase. I would definitely not be here without his feedback and ongoing motivation.

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Abstract

Road Scholar (RS) is the name for the programs developed and offered by Elderhostel, Inc., the not-for-profit leader in lifelong learning since 1975. RS inspires adults to learn, discover and travel (Road Scholar, 2012). Currently, RS is in the process of launching five new service-learning programs over the next two years. Road Scholar runs five different programs yearly to India; of the current programs offered there is no service-learning component throughout any of the programs. The specific location in India was chosen due to the need for an additional English teacher at the public school. There are a growing number of educational intuitions in Kalwar, India and it may become the educational hub for Jaipur. The following capstone addresses the program design, development, budget, implementation and delivery of a three-week service program for Road Scholar participants. I created this program collaboratively with the Asia Program Manager and Director of Program Development in the Brattleboro office of Road Scholar. The service program is scheduled to launch the first week of November 2012. Based on consumer interest RS hopes to offer this program monthly until March 2013 and run it yearly to create a stable and sustainable environment on-site.

Introduction and Background

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As an employee with Elderhostel, Inc., my interest for administering programs that address reciprocity, service and reflection has grown exponentially. One of the initiatives on Road Scholar's 2012 Strategic Plan is to develop five additional service-learning programs. The new design component really interests me after experiencing my first Road Scholar program in April of 2011. I felt a need to engage, interact and try to form mutually beneficial relationships along with giving back to the local communities that we visited, and this piece seemed to be missing from the program that I attended.

In November 2011, I was sent to Boston as a representative for a conference on Go India through my employer, Road Scholar. During the conference I spoke with several Indian travel organizations that told me various stories of their homeland. One conversation I had that evening completely stood out from that night. It was with a man named Deepak who told me about his life in Rajasthan. He attracted my attention as a visual learner as he described the Rajasthani landscape with the glimmering saris on the dessert landscape, stories of the people, vibrant color, and the culture of Rajasthan. Later I reflected on that night and the Road Scholar program that I group led in April of 2011. I was ready to incorporate elements from my experience as a Road Scholar leader and my conversations with Indian travel organizations into a Course Linked Capstone (CLC). It was important to me to incorporate a deeper level of immersion in the program design I envisioned as my capstone. After researching I found an NGO that targeted girls to work towards closing the gender gap in education in Rajasthan called Educate Girls. I had found the region and the type of "service" that was most needed in my opinion. I quickly became very interested in learning about the gender gap with education throughout India. I envisioned the hypothetical program design to reach these populations and create

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reciprocity among the RS participants and the students. I then familiarized myself with current RS service-learning programs. This background helped me to further define the program elements and which components were already in existence from previous RS programs in India. Initially, I began creating a four-week program to provide tutoring workshops to these communities. I spoke with the program development department at Road Scholar to obtain any relevant information and research on past participation on service-based programs. Most of the information I obtained was confidential, but helped me to at least see what direction RS was headed in; service programs based on past participation and topics of interest. After obtaining this research I was asked to meet with staff that were currently designing a service-learning program in Rajasthan! The staff had hit a roadblock with the development of this program and asked if I wanted to go to India to assist in the development and launching of the program. Before heading to India, I thought of possible workshops that could benefit from volunteer assistance. Once in India the school advised me that English and Commerce were the major subjects needed at the school and I was able to further modify the workshops I had been thinking about.

When I began taking over the program at Road Scholar, the development team advised me that the program needed to be shorter for our clients and RS wanted to work on their own without a partnering NGO and hire a teacher/coordinator that would communicate bilingually to the students and participants. I was then sent to India for two weeks to view different locations in Rajasthan. I was mainly researching accommodations, schools, lecturers and coordinators for the service program. Some of the program components that were furnished by already existing infrastructure of RS were mainly the sightseeing in Delhi, Jaipur and Agra. I personally coordinated with the

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school in Kalwar and choose it based on the needs of school and the walking distance from the home-stay. Our local vendor in India sought out the home-stay and the design for the participants to take the local train on the weekend to Agra was an idea from management. I had initially conceived that the “sightseeing” would happen the first week and the remaining weeks would be spent at the service location. I chose a lot of the activities and time for reflection once in Jaipur. This design I implemented was based on Malcolm Knowles theory of Adragogy and readings on International Service Learning to allow for flexibility and reflection. I also worked very close with Asia Program Manager with the program design. Many of the ideas are a combination of both of our ideas. The design also took in the needs and ideas of both the partnering school in Kalwar and the home-stay staff, trying to figure what was the most fruitful combination for everyone involved. The media and marketing teams worked closely with Encore movie production. To promote the service-learning program alongside the movie the “Last Marigold”. This was also an idea of upper management and not my own.

The service program that RS is proposing is being designed with the help of current staff and our local vendors in India and would run for four days in Delhi and two weeks in Kalwar, India. The participants would begin each day in the nearby public school in Kalwar tutoring English to students in grades sixth through twelfth from around 8:30 AM to 10:30 AM before the school day starts. After the tutoring session the participants would work on lesson plans for the next day and then hold workshops for the English teachers. The tutoring session is optional for the students and outside of their normal school day so it would not interfere with the rest of their classes. RS service corps wants to bring volunteers in with the smallest disruption to their current class schedule.

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The local coordinator advised that approximately 50 students would be interested in this tutoring session.

Elderhostel programs were originally based on a few college and university campuses in New England. Today, Elderhostel annually serves hundreds of thousands of older adult students who travel to programs throughout the U.S. and the world (Road Scholar, 2012). RS inspires adults to learn, discover and travel. The learning adventures engage expert instructors, lecturers and stimulate discourse among people for whom learning is the journey of a lifetime. Road Scholar programs bring together instructors and participants from diverse backgrounds to foster dynamic interaction, engaging discourse and celebrate camaraderie. Road Scholar is committed to continually developing new program destinations, topics and formats to reflect the shifting realities and emerging movements of our ever-changing world (Road Scholar, 2012). Road Scholar offers over 6,500 educational programs in all 50 states and currently runs programs in more than 150 countries (Road Scholar, 2012). Road Scholar, formerly known as Elderhostel, offers international and domestic programs for people over the age of 55.

As a not-for-profit organization more than 50,000 donors contribute each year to a total of three million to Road Scholars Annual fund. These donations help cover the gap between the program fees Road Scholar charges and the total cost of the programs for other participants (Road Scholar, 2012). This also contributes to filling the gap on programs with small group size.

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Road Scholar does offer a scholarship program for participants who cannot afford the program they wish to attend. In 2008-2010, 462 scholarships were given to participants from the money received from donor contributions. This contribution helps build a sense of community throughout the organization and supports some participants to go on programs they normally could not afford (Road Scholar, 2012).

Currently Road Scholar is strategically planning to reach out to an older, less mobile demographic, along with minorities and men. Although the specific underrepresented populations targeted by Road Scholar may be varied from a typical international education department, we still see a fairly large gap between female and male participants as well as older adults with special needs and males in general. The approximate gender breakdown of Road Scholar participants is 60% female to 40% male.

Most of RS current service programs are either based in the U.S. or in Spanish speaking countries. Road Scholar currently runs several domestic service-learning programs and international programs in Dominican Republic, Bolivia, Costa Rica, Belize, Chile and Romania. The majority of RS's international programs are offered in Spanish-speaking countries. There are very few programs offered in English speaking countries or countries where other languages are spoken.

After reviewing the current service-learning locations and reviewing our popular destinations, India felt like a natural fit. Service-learning has become an important pedagogical method in the modern society, and it is easy to understand why. Service-learning has tremendous potential to yield benefits for both students and communities. It is essential to educate all who are involved in service-learning to understand these principles (Lorenzetti, n.d). The educational experience must provide meaningful

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opportunities for students to interact with, learn from, and contribute to an international community (Hovey & Weinberg, 2009) and needs to answer the fundamental question of, what right do you have to enter a community? Service-learning needs to be focused on mutually beneficial relationships among the participants and the local community.

Theoretical Foundations

As the demographics of RS participants are becoming increasingly varied the shifting interests of baby boomers are focused on subjects like active adult communities, service-learning and volunteerism. The new concept of Road Scholar Service Corps will better meet the need of this demographic by incorporating Experiential Learning, Adragogy, and the Theory of Multiple Intelligences into the curriculum. Our current service based tutoring programs do well and with the increased desire for global volunteerism and RS will aim to fill this program five times a year. Based on the interest and success of this design, RS will launch other service projects in new locations.

Experiential learning theory (ELT) is defined as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Boyatzis, Kolb, & Mainemelis, 1999). ELT can offer a holistic model through a multi-linear learning process, which aligns with how people learn through observations, grow and develop. The theory gets its name because experience plays a critical role in the learning process and this specific element sets ELT apart from other theories. Experiential Learning Theory is used to differentiate this theory from behavioral learning theories as well as cognitive learning

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theories (Boyatzis, Kolb, & Mainemelis, 1999). The ELT model emphasizes that learning requires different abilities that are at times polar opposite from one another. Some people understand information through experiencing concrete tangible qualities of the world through senses and immersion in real life situations (Boyatzis, Kolb, & Mainemelis, 1999). Others will learn through abstract concepts, reflections, analyzation or systemic planning rather than through senses and tangible qualities. Some learners prefer to jump right into something while others like to observe and reflect before beginning (Boyatzis, Kolb, & Mainemelis, 1999). Students resolve through abstract, concrete, active and reflective in various patterns also known as learning styles (Boyatzis, Kolb, & Mainemelis, 1999). This program will use experiential learning through observation, active participation and reflection.

The service program will also use elements from Howard Garner's theory of multiple Intelligences. Howard Gardner defines intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural setting". He used cultural research, and formulated a list of seven intelligences (Brualdi, 2000). The seven intelligences that Gardner defines are; Mathematical Intelligence, Linguistic Intelligence, Musical Intelligence and Spatial Intelligence along with Kinesthetic Intelligence, Interpersonal and Intrapersonal Intelligence. Although the intelligences are separated from each other, he does suggest that the intelligences do not operate independently from each other (Brualdi, 2000). The learning styles Gardner describes cannot easily be changed, but can be intertwined and adaptable in different scenarios. It is not enough to develop an awareness of one's learning style and an awareness of the learning styles of a population of students; this awareness must be acknowledged for learning and teaching

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strategies (Ouellette, 2000). Learners should be provided with hands-on opportunities to become more comfortable with a variety of styles to see where their strengths lie. The service-learning program will reflect the theory of multiple intelligences and include components from this theory. The design will be done through navigating the metro system in Delhi, tutoring students, kite flying, reflection discussions, pottery, documentary of Indian music followed by local folk music and dance. They will also attend a cooking class, visit with college students, attend lectures on non-violence and play cricket among several other educational components.

Facilitators' and learners' expectations of classroom structure, curriculum, learning materials and instructional activities may all need to be revised to incorporate the learner's needs (Ginsburg, n.d.). Integrating the theory of multiple intelligences into instruction through meaningful and constructive methods requires that those who design the lessons to be aware of alternatives and feel comfortable exploring and experimenting to successfully implement a comprehensive lesson (Ginsburg, n.d.).

The adult learning theory Andragogy is a set of assumptions based upon how adults learn (Knowles, Holton and Swanson, 1998). This theory outlines supportive methodologies for adult learning. The theory can be integrated into the design of learning environments and makes it possible to create lessons that not only serve the needs of students but also focuses on requirements for the adult learners (Fidishun, n.d). Adults need to know why they should learn something new and how it relates to their everyday life. Under the standard pedagogical model is assumed that the student will simply learn what they are told by the facilitator (Monts, 2000). Adults also need autonomy and any education in the past has made them very dependent learners.

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There is also an organization that works to promote worldwide service learning called The International Partnership for Service Learning and Leadership (IPSL). The mission of IPSL is to promote service learning through publications, conferences, research, and training opportunities for faculty and service agency staff; and to offer international programs for undergraduate and graduate students from institutions of higher education primarily in the United States, but also including students from other nations (Bringle, Hatcher & Jones 2011). Principals explained in the mission of IPSL could strengthen this program and foster a deeper immersion. Participants who experience a home-stay environment also can gain a different perspective by interacting with Indians in their natural environments and have an opportunity to talk about their lives and learn about one another in a different way. International Service Learning (IPSL) promotes intercultural immersion and deeper international understanding when the students do a service project where the lives of those they are working with are very different from their own. Working together for a common goal allows the participants to gain a better understanding and appreciation of other cultures (Bringle, Hatcher, and Jones 2011).

Goals and Objectives (Program and RS Student)

Service Program Goal: To engage the Road Scholar participants in the local community, create meaningful dialogue, foster age diversity, and form mutually beneficial relationships amongst the students and Road Scholar participants.

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Program and Participant Goals:	Objectives:
To implement several different learning styles throughout our service-learning program.	<ul style="list-style-type: none"> • Participants will feel comfortable within a group when different intelligences are utilized.
The service program will be designed to reflect autonomy and space for adult learners.	<ul style="list-style-type: none"> • Participants will be given free time and have space to make their own choices/reflections throughout the program.
Participants will have a better understanding of rural India's education systems	<ul style="list-style-type: none"> • Participants will attend lectures and have an inside look at a public school in rural India where they will work hands-on with the students • Participants will learn through the observation and reflection
Provide a transformational experience that is affordable and reflects reciprocity and to further explore Indian culture.	<ul style="list-style-type: none"> • The program price will be under \$3,000 which includes a donation to the school for an English Teacher/Coordinator • All of the English classes during the day and outside of schools hours will be free of charge
To give participants a new perspective into the Indian way of life	<ul style="list-style-type: none"> • Participants will experience a home-stay for two weeks and spend most of their time interacting with the family • Participants will engage with local community members in many ways and through workshops, tutoring, cooking and reflections.
After the program finishes the participants will have new skills and appreciations to bring back to their western lives	<ul style="list-style-type: none"> • Participants will learn through pre- program and re-entry discussions

Needs Assessment

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Research shows that volunteerism is linked to positive outcomes in health later in life. This research has led to a vast interest in strategic initiatives in program design that promotes civic engagement in the baby-boomer generation (Martinson & Minkler, 2006).

The not-for-profit Road Scholar inspires adults to learn, discover and travel, RS helps people to learn, discover and travel at an incredible value. As the demographics of participants are becoming increasingly varied and the interests of baby boomers are focused on later-life subject like active adult communities, second career developments, service-learning and volunteerism, the new concept of Road Scholar Service Corps will better meet the need of this demographic.

The program design will allow the participants to experience a deeper cultural immersion than the typical Road Scholar program and will allow flexibility and autonomy for the adult learner. The prior visit done by Road Scholar to Kalwar has identified the needs of the school and the local community through discussions with the school staff and community. RS will keep all of the stakeholders in mind and allow for their input in this program design. RS will also be modifying elements of the program based from feedback and evolve it into a more dynamic interaction among the stakeholders.

The school has identified the need for five additional teachers to teach mainly English and Commerce. Although RS cannot fund five teachers we will work towards filling the gap for the public school. The initial design is to support the school with one additional English teacher that is paid from the participant program fees. The principal and administration are extremely happy to invite RS for collaboration on this project. RS is aware that tutoring programs are popular for our unique demographic and RS needs to

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fulfill their shifting needs with more innovative options. Road Scholar participants enjoy having a hands-on learning experience where they can apply practical application to the project. This program will cover all of these elements to create an invigorating once in a lifetime experience.

Program Description

The new service-learning program is a 17-night, 18-day program based in Delhi, Agra and Kalwar, India that will begin the first week of November 2012 and run once a month until March 2013, see (Appendix A). Depending on the programs popularity RS hopes to sustain the program by having their entire programs visit the site and a portion of their program fees will go towards the sustainability of the program (teacher/coordinator salary). The service-learning program will focus on tutoring students English and community building. Upon arrival in Delhi the participants would have an orientation followed by four days attending lectures on non-violence and education, pottery workshops, temple visits, yoga lessons, free time and visit historical sites led by the study leader. The Road Scholars will have to navigate on their own with the guide through the metro system in Delhi. The participants would then take the train from Delhi to Jaipur to begin the service-learning component. The Road Scholar participants would be met at the train station in Jaipur and transferred to their service site of Kalwar. Kalwar is approximately 40-minutes from Jaipur by car. The participants will stay in Kalwar, Rajasthan, for two weeks and work together with volunteers assisting in workshops and tutoring English. During the next two weeks participants would be in Kalwar staying at a locally run bed and breakfast with the host family and staff. The participants would begin each day in Kalwar tutoring English to approximately 50 students in sixth through

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twelfth standard. After the tutoring session the participants would work on lesson plans for the next day and or hold workshops for the English teachers. The tutoring session is optional for the students and outside of their normal school day so it would not interfere with the rest of their classes or become a disruption. RS service corps wants to bring volunteers in with the smallest disruption to their current class schedule. The Road Scholar volunteers will fund the school by providing the students with an additional English teacher for the year (See Appendix G). The public school currently has one English teacher for 450 students. The new program will have small RS groups coming over on a routine basis to help with tutoring English. In their free time the RS participants will have a local guide that will take them from Kalwar to Jaipur to visit markets, museums, historical sites like the Observatory, City Palace, Amber Fort and allow free time for independent exploration during the weekend. After the first week of the service project the participants would take the train to Agra for the weekend to visit the Taj Mahal and have free time the following day. They will be staying in a hotel in Agra to allow for relaxation, flexibility and reflection. After two days in Agra the participants will take the train back to Jaipur to finish the next week of the service program. During their time in Kalwar the Road Scholar students will have a chance to take a Rajasthan cooking lesson, fly a kite, listen to folk music, prepare lessons plans, hike, play cricket, visit local artisans, visit with social workers, practice yoga and other options depending on their interests.

Pre-Departure Materials

The pre-departure materials will address the cross-cultural experience of the American/Canadian participants and how their views and culture are different as those of

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students. The materials will also be based on the current Indian education system curriculum in Kalwar to reflect the current learning and teaching styles of the public school (See Appendix E). The reading materials will include books on service learning, Indian history, art and other resources relevant to their stay. The mailing will include a day-to-day itinerary with each day broken down by morning, afternoon and evening, so the Road Scholars are prepared for all of the lectures, activities, tutoring sessions, etc. The pre-departure materials will include the following information; participants can choose to have a hard copy mailed or to download the pdf including the following (See Appendix I).

- Arrival and departure instructions
- Emergency contacts and procedures
- Detailed information on India, specifically for locations in itinerary
- Customs in India
- Basic language instruction
- Program number
- Accommodations details in Delhi, Agra and Kalwar
- Optional trip insurance information
- Visa and passport information
- Billing information
- Luggage and nametag
- Day-to-day itinerary
- Reading list and required readings for the service-learning components
- Health forms
- Participant background information
- Air Logistics
- Preferred visa agency/generations visa contact information

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Curriculum

The aging of the baby boom generation, together with research that links volunteerism and positive health outcomes in later life, has contributed to a burgeoning of interest in initiatives and programs promoting civic engagement among older adults (Martinson & Minkler, 2006).

The curriculum will begin with pre-departure materials that will help better prepare participants for the cross-cultural experience of living and learning in a culture that is different from the American/Canadian culture. This will also address the generational and gender differences between program participants and those they will be teaching. This gender difference may be different from what the participant's experiences in the U.S. and Canada.

This program will have a large emphasis on cultural awareness and intercultural sensitivity which will further the development of intercultural communication competence (Miike, 2002). The service program will try to take elements from the Developmental Model for Intercultural Sensitivity (DMIS). This intercultural training will discuss how the Asian identity reflects those traditions of Asia intellects which are very different from those of the western meaning of life, society, family and relationships. Easterners are predisposed as more perceptually inwardly in community interactions. Mutual adaptation is the key to positive growth and a harmonious relationship between the two. The Road Scholar participants will need to learn how the students are taught and how their competency is based on different types of performance different from individualistic goal-oriented perspective (Miike, 2002). They participants

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will also have a government syllabus translated into English so the participants can visually see what the students are learning in their classes.

Road Scholar participants would go to rural Rajasthan for three-weeks and work together with volunteers to do community building and tutoring. This program will be based on Malcolm Knowles adult learning theory to create space for flexibility and autonomy. The group size will be a maximum of eight participants. The host family will work with the group on reflection discussions and engage them on the culture, religion and festival traditions in the Indian society. During the home-stay the participants will be meeting with local social workers and community artisans to hear their stories and engage in meaningful dialogue. Once participants return home they will have a mandatory virtual re-entry workshop to reflect on their experience. The re-entry workshop will be administered by the RS Program Coordinator who is will also be running the logistics for the program. Road Scholar will conduct a comprehensive monitoring and evaluation processes at all levels of the program to ensure the program and participant goals are being met. Monitoring and evaluation will be done by sending surveys to everyone participating in the program (See Appendix H, J and K).

The curriculum for the service-learning program will include the following:

- Pre-departure readings about Indian culture, history, language, customs and books on international service-learning
- Reflection time for individuals and in groups
- Support Road Scholar's mission by intriguing group work and cultural understanding

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- Supporting participants with adult learning theories (Adragogy, Experiential Learning Theory and Multiple Intelligences)
- Develop mutually beneficial exchanges that are non-exploitive, reciprocal and respectful
- Mandatory virtual re-entry workshop once back into the United States
- Clay making workshops
- Lectures with professionals on education systems
- Guided lecture to Gandhi Smitri on non-violence
- Flexible day-to-day schedules
- Reflection discussions with host family
- Include multiple learning styles in the curriculum
- Building relationships with local communities in Delhi and Kalwar, India

Staffing Plan

There will be one main contact in the Road Scholar office administering the service program and once the group arrives in Delhi the participants will have a group leader from a local vendor in India that has led RS groups in the past. This group leader will be with them initially in Delhi and the participants will also have a cell phone in case of any emergency. Once the group reaches Kalwar the host family will look after them. A group leader from a local office in Jaipur will transfer them to and from Jaipur for educational components. There will be a representative from a local agency in Delhi that will check-in with participants and site locations to ensure a smooth program. This program is designed for autonomy and flexibility so the participants will have time to navigate the trains and metros on their own. They will make their way from Jaipur to

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Agra on their own to visit the Tah Mahal and other cultural locations in Agra. The group will have a study leader in Agra to help with navigation and raise thought provoking questions. The participants will also have free time in Agra to allow for their own exploration and reflection. At the end of the program a local guide will bring them to the Jaipur airport to see them off.

Program Marketing

The program will be introduced online and marketed with the highlights that will be as follows:

- Take in the beauty and contrast of the glittering Rajasthani saris and multi-colored turbans against the barren monotone desert.
- Engage with students in grades 6-12 while participating in a once in a lifetime service-learning project at a public school in rural India.
- Visit village artisans making bangles, blacksmiths, potters and hear their personal stories about rural Rajasthan

The Road Scholar website has been highlighting service based programs for the past few months. This program will automatically be one that is highlighted on the RS website with pictures, day-to-day itinerary and detailed descriptions about the service component. Bi-weekly emails are sent to participants regarding new programs and particular program that may be of interest to them. This will be highlighted to anyone who has requested programs that focus on community, education, service-learning and a general interest in India programs. Through the use of social media, Road Scholar will strategically reach a mass audience. Road Scholar will also have the new service program on its Facebook and

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Twitter pages. RS will market and make updates referring to our new product launch on the Twitter and Facebook stream. We will include reviews about these products on the social media platforms along with pictures and videos from participants, past experiences in the region and my personal pictures from the development trip I went on. This program will be launched in May alongside a social action campaign and movie. We will be adding a new page on our website that will promote both the motion picture and the program.

Participant Recruitment and Admissions

The selling price is 2,600 for this program, which will hopefully recruit interested participants who are looking to experience India at its best and be immersed in the local community rather than just visiting the tourist locations and not forming meaningful reciprocal relationships.

There is a strong interest within this age group in service-based programs especially tutoring programs. This is based on past research done by Road Scholar and the growing demand for service oriented components. RS currently has a strong presence of former teachers, school administration and higher education professionals that attend Road Scholar programs and inquire about service based programs. The recruitment will be targeted for participants who have had any experience teaching English as a second language or a general interest in teaching or tutoring. To increase diversity throughout this program there will be no requirements for previous teaching experience. This will

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allow for people from all former/current professions to attend. The only admission qualification is the participant must be in good health and keep up with an active program level where they could be on their legs for three to five hours at the school and will have to walk three quarter mile to the school and back everyday.

Logistics

The Road Scholar participants will be required to secure a visa on their own approximately three months before departure. Participants will fly non-stop from John F. Kennedy International Airport (JFK) as a group on flights arranged through Road Scholar. The participants are responsible to arrange their own travel from their home airport to JFK. Upon arrival they will be met and transferred by small coach to the Tree of Life bed and breakfast in South Delhi. They will immediately be greeted by a host family and given a few hours to rest and relax. Program orientation will begin around 6:30 pm. At this time the group leader will go over the program details, currency, health and safety, Q&A, amenities, currency review, shopping in the market and language review. The group will spend four days in Delhi. Transportation throughout Delhi will be by the metro and guided by the group leader. In Delhi the participants will engage in local pottery sessions, lectures on Gandhi's non-violence and learn about the education styles and systems in India. After four days in Delhi they will then take the Indian rail to Jaipur where they will then be met and transferred to Kalwar to stay in the bed and breakfast and begin the service-learning portion of their program. During the service-learning component they will be met by the study guide and taken into Jaipur a few times a week. Most meals will be included in the program fees but some days, participants will be on their own to explore Rajasthani fare. Road Scholar will work with any dietary

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needs of the participants. Diets other than vegetarian will need to be noted before departure in order to be accommodated. Participants will be advised to have local currency for meals and miscellaneous items. Both home-stays will offer western ala Carte items in case people are having difficulties with levels of spice.

Health and Safety Plan

Participants will be advised to stay hydrated and drink purified bottled water. We will also recommend that they try to stick to vegetables and fruits that they can peel themselves and try to stay away from salads and other open fruits and vegetables. There will be a doctor on call at both locations for any health emergencies. Staff and group leaders in country will go through a virtual training session on health and safety and the procedures for handling an emergency situation. The group leaders will be required to be certified in CPR and First Aid and carry a handbook at all times to refer to for any health concerns. Although participants of any physical ability are able to sign up for this program the activity level will be mentioned and note that the roads are uneven and they will be responsible for their luggage on trains and airports. The participants will be aware that they may have to walk up to 2.5 miles per day on uneven paved roads, moderate to a steady pace and will have to use public transportation throughout the program in Delhi and the Indian rail from Delhi to Jaipur and Jaipur to Agra and back (See Appendix L). If participants cannot keep up with the program pace they will either be asked to stay back at the home-stay or if it hazardous to their wellbeing the passenger will be sent home at their own expense since the conditions will be agreed upon before departure. A basic emergency evacuation and health insurance premium is covered in their program costs. For any further disruption they will want to consider the additional insurance that covers

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trip interruption and cancellation. During the program orientation some of the health and safety procedures will be covered and there will be an additional session once they reach the home-stay location. The group leaders will have daily check-ins to make sure their needs are being met as well. During their stay in Delhi they will have pre-programmed cell phones with the group leaders' cell phone number, and emergency numbers for hospitals, cabs and any other number that may be necessary. All staff member in India will have local cell phones in case of emergency and have first aid kits available at each location.

Crisis Management Plan

The staff in country and at the US Road Scholar office will be trained to handle the Road Scholar emergency procedures. Some of the protocol includes getting medical attention for any injury or illness, calling the 24-hour emergency line in the US for advice, files incident reports and contact the company Travel Assist for any insurance related emergencies. Staff will have a protocol to follow for any injury, illness, death, fire, natural disaster, bus accident and any other situations deemed an emergency. The group leaders' main responsibility during an emergency is to keep the group calm and watch out for their wellbeing as a whole. They must not leave the group to tend to someone in the hospital. In this case a member of the group may come forward or a representative from the local vendor would step in to assist. In the event of an emergency the group leader must file an incident report on behalf of the participant. This form needs to be filled out for any participant accident, which includes injury or illness requiring

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professional attention. The medical insurance that is included in the program price called Travel Assist will need to be called to start the claim. Travel Assist will help with any emergency evacuations or assistance with departing a program early. It is not the group leaders' responsibility to arrange new flights and logistics to get the participant home.

Budget and Budget Notes

The budget for this three-week program will have a selling price of \$2,600 USD per person. This price does not include the additional cost of \$1050 for airfare roundtrip from JFK or the required visa for India. A majority of meals will be included in this program. There will be a few lunches and dinners at the participant's own expense. All of the gratuities will also be included. Participants will need to pay out of pocket for any inoculations they plan on getting before departure. Inoculations will be decided between the participants and their personal physicians. Road Scholar does not give any medical advice unless the government of India requires the inoculation. The complete program cost is budgeted for five people at \$13,000 USD per program, which is projected to happen six months per year. The additional English teacher's salary will be budgeted throughout this program and other current programs we run to India. The salary is approximately 20,000 INR per month, which will support the new English teacher/coordinator (See Appendix C).

Diversity Statement

RS is currently trying to institute orientation methods to encourage dialogue about age diversity through all participants at the beginning of every program. I think this

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aspect could be beneficial to the overall group and form a basic level of understanding for all participants to embrace and welcome one another in a new perspective. Road Scholar is also trying to attract diverse populations regarding physical ability, cultural heritage and race. RS has tried to diversify in all of their communications, content and across all programs worldwide including program providers and group leaders (Road Scholar, 2012).

Road Scholar is also trying to attract the younger Baby Boomers as well. To keep and attract these people as Road Scholar participants, RS will introduce new programs for 2012 -2013, designed to appeal to Baby Boomers, focused on topics such as retirement planning, active adult communities, service-learning and volunteerism. The new design component really interests me after experiencing my first Road Scholar program. One of the problems that program designers face is that not all issues facing underrepresented groups are visible and easy to address (Lebold, Henry, Houston, Jackson, Scheibe, & Van der Meid, 2005).

Road Scholar programs have an activity level associated with each program that range from one to five, with five being the most active. The activity levels are also described as Easy, Moderate, Active, Moderately Challenging and Challenging. The service program would be classified as a Moderately Challenging where participants must be in good health at the start of the program and be able to participate in three to five hours of physical activity per day and the distance of up to five miles at a 2.5-mph pace over uneven ground (Road Scholar, 2012).

It is sometimes hard for participants to understand the activity level they can handle and even though they know they are incapable of the activity level they will still commit to the program because they are very interested in the program curriculum itself.

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This situation can create difficulties for the participant, Road Scholar group and program leaders.

Road Scholar is currently in the process of further analyzing what these levels mean to individuals on programs and how the organization can make them more conducive to a larger group of participants, especially to participants who are less mobile (Road Scholar, 2012)..

Another area I believe would attract further diversity would be to have programs in other languages such as Spanish, French or Mandarin. All the current programs are in English. Although some of our programs are focused on language immersion, the program itself is not completely in a second language and is designed to attract English speakers who are looking to learn a second language. Staff involvement, creativity and defining the needs and interests of the participants are at the forefront for increasing diversity among international programs. For this goal to be reached, staff at all levels must be included in the entire process (Lewis, n.d). Programs at Road Scholar need to be designed for lower activity levels, various income levels and in a variety of languages to fully attract diverse populations. Road Scholar will also include listening devices on the service program when visiting a historical site or listening to a lecture. For this program the listening devices will be available in Delhi and Jaipur but not available during the service component. The staff in country will be trained on the devices and will have spare batteries and headphones available at all times.

Evaluation Plan

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Road Scholar Service Corps is trying to create a mutually beneficial program that will emphasize local communities, service and workshops that participants will grow from and be applied in their everyday life in the US. To grow this program and keep it sustainable the key elements are evaluations, feedback, participant and staff reflections. Road Scholar Service Corps will use various evaluations throughout the three-week program and hold a feedback session at the home-stay. Road Scholar will administer participants evaluations both pre-program, during and post program. The host family will also administer a reflection and feedback session towards the end of the program. The goal is to see what expectations the participants' had prior to the service project and how the experience enlightened them and if it may affect their lives in the future. We will see if any skills gained during this program were transferable to their personal lives.

This program is much different than past Road Scholar programs and strives to increase the amount of time spent with the local population and provides a service-learning experience that deepens the immersion and challenges any preconceived expectations or results. We are hoping to provide a transformational experience where the learner and the participants leave with a fresh new perspective. These evaluations will help Road Scholar to determine better ways to improve their current programs. Road Scholar will conduct a survey two weeks after the program ends to see if any of the program or participants goals were reached. The regular surveys will help Road Scholar to determine if any of the educational components, logistics, staff and accommodations needs to be modified before the next program launches the following month. The outcomes we are trying to reach from this program would be at least six words of Hindi learned by the participant and the ability to understand the cultural differences in India

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and embrace the difference in teaching/learning styles. We hope to see the participants take away lessons from their experience to bring back to their lives at home.

Re-entry

After the participants return home from the service-learning program they will be required to engage in an online virtual re-entry platform. This will be a reflection discussion amongst the participants. It will be held once monthly and the participants will have up to one year to complete the session. During this session the facilitator will engage the group in questions about their experience and how it has or has not transformed their lives back in the US since their return (See Appendix M). The online group may not necessarily be the same as the travel groups for the service program but this designed so people who have experienced the project at different times will hear multiple perspectives. The participants will learn about how the project started or the direction it has headed after their return. The goal is to increase the reflection process for the participants. This project will be implemented by the use of TurningPoint Clicker Technology that will allow the participants to participate in interactive discussion using their personal computers. This technology is easy to use and will allow for flexibility and portability, as it can be hooked up through an USB port. This feature will allow Road Scholar staff and RS participants to participate real-time interactive questions and responses as a group (The Educational Technology Center, 2009).

Conclusion

Service-learning needs to be focused on mutually beneficial relationships among the participants and the community. Educators are thinking ISL could possibly be the

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most powerful pedagogy available in higher education but if poorly designed and implemented could be harmful to the communities where failure occurs (Bringle & Hatcher, 2011). Road Scholar will be consistently evaluating the service program by sending English as Second Language (ESL) trainers to the program site making sure the goals of school, participants and program are being attained. RS is hoping the program will be successful in the lives of the participants, students at the public school, community, staff and the host family. Along with the goals of the program there are still some details that are currently being modified by Road Scholar. Currently, upper managements is reviewing the service program and making their modifications before the program can be published and released for enrollments. There is also a staff member currently in India who is interviewing applicants for the teacher/coordinator position. Finding the right applicant for the program is critical to fulfill the program goals. This program was initially scheduled to launch in the fall of 2012 but the organization is still finalizing in-country details and budgets. The program is now scheduled to launch in January of 2013. All of the stakeholders play an important role in the final implementation of this program. This project has been designed to bring the local community of Kalwar and the outside visitors that stay in the home-stay together. Within the next few years the town of Kalwar will become an upcoming educational hub for Jaipur and RS hopes that this experience will be meaningful and transformational for all stakeholders and provides for a once in a lifetime opportunity and a true learning experience.

Implications

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As with any new program there are several implications that both RS and the program site in India can run into. Finding the right teacher/coordinator is critical to the success and flow of the program elements. RS is aware that there also will be time needed to modify and change components based on feedback and reflection discussions.

RS participants need extra attention at times and the local coordinator needs to be aware of group dynamics and the overall program pace for these participants. The activity level may need to be modified to be inclusive of participants with lower mobility abilities and can cause major implications if not handled properly. The re-entry reflection module could provide the group with a great tool for closure. Given the current workload of staff this module could be challenging to pull off. The school could also decide that that they may no longer want to partner with us at anytime. This could be a challenge if RS has enrollments for future dates. Road Scholar will have to determine if they will have a back up location or if they would then cancel the future programs. Overall, there are many unforeseen scenarios that could also happen and I think with open communication through Skype and staff often visiting the site these situations could be minimized.

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Appendix A: Time Table for Delivery

Appendix A:	Time Table for Delivery
December 2011:	Staff member sent to India to look for potential schools and partner home-stays.

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January 2012:	Program design and itinerary and program development trip arranged
February 2012:	Development trip in India: meet with students, schools and teachers
March 2012:	Program details and pricing is complete and submitted to Program Managers and vendors in India
April 2012:	Program is approved and launched. The opening for enrollments begin
May 2012:	Hire English Teacher in Kalwar and further define the tutoring curriculum. Launch the program alongside the Last Marigold
June 2012:	Hire Lecturers for Delhi
July 2012:	Confirm space on trains and transportation units in India
August 2012:	Participants will need to begin the visa process.
September 2012:	Complete all of the reading lists and send pre-departure materials to passengers Complete all air arrangements
October 2012:	Finalize budgets based on enrollments with vendors and lecturers in India.
November 2012:	First Program runs, make final modifications based on feedback for second program
December 2012:	Second Program runs
January 2012:	Third Program runs

Appendix B: Staff Evaluation

Group Leader Evaluation	Very Good	Good	Needs work	Not Acceptable
Please check the appropriate box:				

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Welcoming to everyone in the group?				
Available when needed for questions or guidance?				
Ability to handle emergencies. If this did not happen please leave blank or further explain				
Organized and led program with confidence?				
Exemplifies Leadership?				
Friendly and Engaged with group when appropriate?				
Knowledgeable?				
Patient with situations under stress?				
Accessibility after hours?				
In-Country Staff Evaluation	Very Good	Good	Needs work	Not Acceptable
Please check the appropriate box:				
Did you feel the participants were at the proper activity level?				
Where the channels of communication clear for program logistics?				
Where the channels of communication clear for emergency situations?				
Did you have the proper information and support?				
Please list any additional comments to this program:				

Appendix C: Budget

Fixed Group	# of item per program	# of items per person	Cost of item per program	Total Item Cost
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Costs				Per Group	
Study Leader Fee- Delhi		1	4	3500	14,000
SL Fee-Jaipur		1	4	3500	14,000
SL Fee-Agra			1		3,500.00
Incidentals		1			8000
Lectures and Pottery lessons		3		6000	18,000
3-day Metro Card			3	500	1,500
Farewell Dinner and cocktail		1			5,000
Mini bus to and from Kalwar to visit Jaipur		6	1	3000	18,000
Rail from Delhi-Jaipur-Agra-Jaipur			3	500	1,500
				Total Fixed Group	INR 83,500.00
Fixed per person costs	# of item per program	# Nights	Cost of item per person	INR	
Accommodations					
Tree of Life		4	3500	14000	
Kalwar Bed and Breakfast		12	3,500	42,000	
Activities In Kalwar	7		800	5,600	
Hotel in Agra	1	2	5000	10000	
Camel Cart Ride/Camel Back	1		1300	500	
Gratuities for Drivers, Guides, Lecturers	17		500	8500	

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Administrative costs	1		10000	10000	
Meals at restaurants	8		700	5600	
Teacher fee	1		16,000	16000	
Supplies fee	1		1000	500	
Incidentals	1		2,000	2000	
				INR	USD
			Total per group	INR 83,500.00	\$1,590
			Per group cost pp	INR 16,700.00	\$320
			Total per person (based on 5 people) INR	INR 114,700	\$2,183
Bottom Line:			PP price USD	\$131,400.00	\$2,503

Appendix D: Guided Reflection Discussion

The following guided questions will be sent to the home-stay and may not serve as what the conversation will evolve into but will help guide if needed.

What expectations did I bring to this project?

How did I interpret the thoughts, feelings and/or behaviors of others?

How did this situation and personal characteristics help to be successful?

What did I learn?

How do their learning/teaching styles differ from those in the US? What can I take away from this experience?

How did I learn? Through observation first, or did I jump right in?

What type of learning styles have I utilized?

Appendix E: Pre-Departure Materials

- Arrival and departure instructions

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- Emergency contacts and procedures
- Detailed information on India, specifically for location in itinerary
- Order number and Program number
- Accommodations details:
- Medical Insurance information
- Visa and Passport information
- Billing information
- Luggage and name tag
- Day-to-day itinerary
- Reading list and required readings for the service-learning components
- Health and Safety Forms
- Participant Background Information
- Air Logistics
- Preferred Visa Agency/Generations Visa
- Packing Suggestions
- Luggage and dimension restrictions

Appendix F: Reading List

- ◆ Lonely Planet Rajasthan Delhi & Agra
- ◆ Shantaram, Gregory David Roberts
- ◆ International Service Learning (Conceptual Frameworks and Research), edited by Robert G. Bringle, Julie A. Hatcher, Steven G. Jones
- ◆ Hindi: A Complete Course for Beginners, Publisher: Living Language (November, 13, 2007)
- ◆ Postcolonial India: History, Politics and Culture, Manohar Publishers and Distributors (January 1, 2000)
- ◆ Pattern and Ornament in the Arts of India, Thames & Hudson (October 24, 2011)

Appendix G: Job Description

English Teacher at Kalwar Public School

Job Description: English Teacher	Grades 6th-12th Kalwar Public School
Duration:	Nine months, full-time contract with possibility of a permanent position
Salary:	18,000- 23,00 INR per month depending on experience and education
Job Duties:	<p>Organizes English Speaking volunteers in a service-learning tutoring program before the school day.</p> <p>Teaches English to students in grade 6th-12th in 7th classes throughout the day. Each class is 40 minutes in duration</p>

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Program Description:	Road Scholar (RS) is the name for the programs developed and offered by Elderhostel, Inc., the not-for-profit world leader in lifelong learning since 1975. RS inspires adults to learn, discover and travel and is implementing a service-based program in Kalwar. The service-learning program is a 17-night program based in Delhi and Kalwar, India that will begin the 1 st week of November 2012. This program will focus on tutoring English to the students at the Kalwar Public School.
Partnering Organizations:	Road Scholar and Castle Kalwar
Required Education:	Bachelor's Degree in Education or related field Fluent in Hindi and English Prior teaching Experience
Experience and other qualifications	Familiar with group dynamics Successful with creating community with a range of cultures and ages. Solid written, verbal and organization skills Intercultural and communication skills a must Ability to perform as a group or individually

Appendix H: Participant Pre-Program Evaluation

What would you like to learn through your service-learning experience?

What component of this program interests you the most?

Have you ever traveled to India before?

What are the most important components to you on a service-based program?

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- ☐ Community based learning
- ☐ New global perspective
- ☐ Cross-cultural awareness
- ☐ Building partnerships/relationships

Please list any Asian countries you have visited in the past:

Appendix I: Participant Packing List

- Casual conservative lightweight clothing
- Sunscreen
- Visa
- Local currency
- Shorts should be Bermuda-length, it is not customary to expose bare legs or shoulders in public.
- A fleece jacket, windbreaker, or sweater is sufficient for the coolest temperatures.

Typical Weather in India:

The driest, least humid months are December - February. The monsoon period in the most of the country is June-September. During the winter months the climate is at its coolest and most pleasant for India. The night temperatures can quickly plummet and temperatures can range from 39°F in the evening and 70°F during the day.

Appendix J: Host family and School Staff Evaluations

Host Family and School Staff Evaluations	Very Good	Good	Needs work	Not Acceptable
Please check the appropriate box:				

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Did you enjoy working with the RS volunteers? Please add additional comments:				
Was the program well planned for logistics and emergencies? Please add any additional comments or concerns regarding this topic.				
Name a few things you have learned from this experience?				
Did you feel that RS connected with the students and program staff?				
Did the volunteers spend enough time with the students?				

Appendix K: Kalwar Student Evaluations

Student Evaluations	Yes	No
Please check the appropriate box: and explain if possible		
Did you enjoy working with the RS volunteers?		
Would you take this optional tutoring session again?		
Name a few things you have learned from this experience?		
Has your English language improved?		
Did you learn anything about yourself through this experience?		
Did you recruit any of your classmates to come to these		

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sessions?		
In the space below please list any feedback:		

Appendix L: Required Health Form

Full Legal Name:	Date of Birth:
Program Date and Number:	
Are you currently taking any medications? If yes, please list in space provided.	
Are you allergic to any medications?	
Are you taking Malaria Pills? We are not health professionals and thus we recommend checking with the CDC and physician before your departure.	
Can you currently walk up to 2.5 miles a day over uneven roads?	
Please provide the name of your physician and	Physician's name:

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Phone number:	Physician's phone:
Please list an emergency contact in the space provided:	Emergency contact name:
	Home phone:
	Cell Phone:
	Email:

Appendix M: Re-Entry Virtual Model Platform

Service-Learning India: Re-Entry Module

When participants return from the service program there will be four re-entry modules using TurningPoint Clicker Technology that will enable them to interact and work on a small collaborative closure session. The participants will have a choice in which session best meets their needs to sign up for.

The session will be 1.5 hours and administered by Road Scholar staff. An email will be sent to sign up for one of 4 dates and times.

Service-Learning India: Re-Entry Module

Available Date: January or February

Available Times: Morning, mid-day, afternoon or evening

Duration: 1 hour and 30 minutes

For technical assistance dial:

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Log in name:

Password:

Goals of this re-entry discussion:

- Learn about the progress of the site
- Discuss any self reflections/realizations
- See if participants have learned anything new/new world perspective
- Discuss any relevant changes in policy with Education in India